

If the student is completing more than one placement a checklist needs to be completed for each placement.

Students are required to complete and submit **Checklist A**, to their University Placement Tutor (UPT), by the end of the semester A assessment week. Completing this task will demonstrate whether the student has met Learning Outcome 1 of the module. Final assessment grades will reflect whether this deadline is met.

Learning Outcome 1:

Demonstrate the ability to positively engage in the preparation, planning, and initiation of a period of placement learning in a programme related environment.

Students who are not in receipt of extenuating circumstances, who submit incomplete checklists or who submit their checklist past the deadline will only receive a maximum of 30% (UMJD90) or 4% (SPOH01) of the marks available for this element of the assessment task.

A complete checklist (parts A & B) should be included and submitted with your final placement portfolio.

DBS Checks

Students must check their DBS status prior to meeting with any external organisations or attempting to register their placement. Should your choice of placement require an enhanced DBS check please check that you hold a DBS. If you are unsure please contact Philippa Elford – pelford@marjon.ac.uk for clarification. If a DBS is required by the placement organisation, and you do not already hold a Marjon DBS check, it is your responsibility to liaise with Registry Services via DBS@marjon.ac.uk and your UPT to confirm whether you are 1. Eligible for a DBS check (not all programmes are) and 2. The process you need to engage with to arrange a DBS check. *Please note: If your placement organisation requests a DBS you must use your Marjon DBS (or a portable DBS already registered with Registry Services) as legally we are the organisation sending you on placement.*

The checklist is colour coded to signify who should 'sign-off' each action. It is the student's responsible to ensure that the relevant person does this.

Student

University
Placement Tutor

Placement
Supervisor

CHECKLIST A:

PREPARING, PLANNING & INITIATING A PERIOD OF PLACEMENT LEARNING

Name of Student:

Name of University Placement
Tutor (UPT):

Name of placement organisation:

Name of Placement Supervisor:

Action	Date Completed	Signed
1. The student has attended the overview of the module lecture.		
2. The student has attended a programme specific seminar.		

Action	Date Completed	Signed
3. The student is completing a placement for the following programme area: (please tick one):		
FdA Sport Development & Coaching	BSc (Hons) Sport, Physical Activity & Health	
BA (Hons) Football Development & Coaching	BSc (Hons) Strength & Conditioning	
BA (Hons) Physical Education	BA (Hons) Outdoor Adventure Education	
BA (Hons) Sport Coaching	BSc (Hons) Rehabilitation in Sport & Exercise	
BA (Hons) Sport Development	BSc (Hons) Sports Therapy	
BSc (Hons) Sport & Exercise Science		
4. The student has a confirmed offer of a placement.		
5. The student has registered their placement on InPlace.		
6. The student has attended a meeting with their University Placement Tutor to discuss: <ul style="list-style-type: none"> • The student's overarching aim and objectives for the placement (complete information in action point 7). • The suitability of the placement agency linked to their degree programme. • The capability of the student to complete the placement. • How the placement will be assessed and what form the coursework will take. • The student's responsibilities whilst planning and engaging in placement learning. • The students attention has been drawn to the PRE PLACEMENT INDUCTION CHECKLIST INC. HEALTH & SAFETY (see action point 13) and the RESPONSIBILITIES OF THE STUDENT WHILST ORGANISING AND ENGAGING IN A PERIOD OF PLACEMENT LEARNING (see appendix A). • How the student will maintain a reflective diary/ journal throughout the course of their placement and the importance of maintaining confidentiality. For students keeping an Edublog the student is aware of where to gain further support to set-up and edit their Edublog. 		
7. AIMS & OBJECTIVES		
Students and University Placement Tutors (UPTs) should use this section to keep track of the student's aims and objectives for their placement. Placement Supervisors can read this section to gain a better understanding of what students are trying to achieve whilst on placement.		
It is suggested that where possible students and UPTs should make reference to the student's Personal and Professional Development Plan (PPDP) action plan and discussions with the student's Personal Development Tutor (PDT) when shaping aims and objectives.		

Overall placement aim:

Use the space below to outline the overall aim you wish to achieve by the end of your placement.
By the end of my placement I would like to:

Objectives:

In the space below list and agree an appropriate number of objectives you would like to achieve by the end of your placement.

1.

2.

3.

4.

5.

8. The UPT has approved the student's placement and made contact with the student's Placement Supervisor to introduce themselves, explain the over-arching aim of the placement and reiterate that they would like to promote open lines of communication between the placement agency and the university.

9. The student has ensured that the Placement Supervisor/ agency has familiarised themselves with the information sent by email confirming the student placement inc. Placement Outline, this document, the Placement Learning Agreement and the student's aim and objectives (see action point 7).

10. The student has ensured that the Placement Supervisor/ agency has returned a copy of the Placement Learning Agreement to the university, agreeing to the terms and responsibilities set out in the agreement.

11. The student has made contact with their Placement Supervisor/agency to arrange a pre-placement induction, including health and safety, following the PRE PLACEMENT INDUCTION CHECKLIST INC. HEALTH & SAFETY (see action point 13).

12. The student has provided their Placement Supervisor with a copy of their CV and any relevant qualification documents required by the organisation.

13. PRE PLACEMENT INDUCTION CHECKLIST INC. HEALTH & SAFETY

The student has ensured that the Placement Supervisor/agency has provided the student with a pre-placement induction covering the following points:

Placement Supervisors should also familiarise themselves with the responsibilities of the placement provider as listed in the Placement Learning Agreement.

1. A meeting has taken place between the student and Placement Supervisor to induct them into the organisation. This should include a brief overview of the organisation:

- Lines of communication and management;
- Vision and Mission;
- Rules and Ethos and
- Who the key partners are which the organisation works with.

2. In addition the meeting should be an opportunity to discuss:

- Opportunities available to the student;
- Aim and objectives which the student wishes to achieve (see point 7.) and
- An agreed timetable for the placement has been agreed.

3. The Placement Supervisor has made the student aware of the organisation's health and safety policy and any other policies that the student is expected to uphold whilst at the organisation e.g. child protection, safeguarding, equality, harassment etc. These should be made available to the student and any important matters which relate to the student's role whilst on placement should be explicitly explained.

If additional policies/issues have been discussed please list them here:

4. The Placement Supervisor has made the student aware of relevant risk assessments pertaining to the student's placement.

5. The student has provided the name and contact details of their next of kin to the placement provider.
6. The student has been provided with information and/or training for specific Health and Safety issues that may be relevant to their placement (E.g. Manual Handling, VDU work, Protective Clothing, Specialist Equipment, Inoculations, Electrical Hazards, Plant Equipment).
7. The placement provider has confirmed that the student is covered under the placement organisation's Employer's and Public Liability insurance.
8. **For placements outside of the UK.** Details of the organisations' insurance cover, including Employers' Liability (or equivalent) has been supplied to Philippa Elford.
9. Please add any additional notes/observations/comments here:

14. The student has researched reflective practice (including accessing the resources on LS) and has devised processes and strategies to reflect on their placement experience.
15. The student has organised a placement portfolio in line with guidance provided by their Module Leader and/or UPT and mode of assessment. Students should maintain records and obtain evidence throughout their placement.
16. By the end of the semester A assessment week students should have attended a timetabled tutorial with their University Placement Tutor (UPT) and will have handed-in a completed copy of Checklist A to their University Placement Tutor (UPT). Final assessment grades will reflect whether this deadline is met.

- END OF CHECKLIST A -

CHECKLIST B:
ONGOING MONITORING OF THE PLACEMENT

Action	Date Completed	Signed
1. If relevant, the Placement Supervisor should make the University Placement Tutor (UPT) aware of any concerns they may have regarding the performance of the student.		N/A
2. If relevant, the student should make their Placement Supervisor and University Placement Tutor (UPT) aware of any concerns they may have regarding their placement. Including any concerns regarding Health and Safety.		N/A
3. Mid-way through the placement students arrange to meet with their Placement Supervisor to discuss progress and receive feedback. Students should ask their Placement Supervisor to complete their Declaration of Placement Attendance & Formative Assessment in anticipation of the student's mid-placement review with their UPT.		
4. The student takes responsibility for ensuring that the Placement Supervisor completes the Declaration of Placement Attendance & Formative Assessment and that it is made available to their University Placement Tutor (UPT).		
5. MID-WAY through the placement the student should arrange a time to meet with their UPT to arrange a mid-placement tutorial.		
6. The student has attended a mid-placement review to discuss: <ul style="list-style-type: none"> • Progress – success and challenges; • Whether the student is meeting their aims and objectives and how this has been evidenced; • Discuss entries in reflective diary; • Discuss Declaration of Placement Attendance and Formative Assessment and discuss arrangements for a placement visit (format, date and venue). 		
7. The student has attended a shared reflection seminar.		N/A
8. TOWARDS THE END OF THE PERIOD OF PLACEMENT the student should invite their Placement Supervisor to complete the Declaration of Placement Attendance and Summative Assessment document. Completed forms should be returned to the university.		

Action	Date Completed	Signed
9. Students have attended an assessment/portfolio reinforcement session.		
10. The student, Placement Supervisor and University Placement Tutor (UPT) should be aware of if a placement visit or alternative (e.g. Skype call, telephone interview) is to take place and the arrangements.		
11. After completion of the placement, towards the end of semester B, students attend a group tutorial with their University Placement Tutor to discuss last minute assessment queries in anticipation of hand-in.		
12. A completed checklist (Part A & B) should be included with the final assessment task.		

- END OF CHECKLIST B -

Students have a responsibility to:

1. Understand the aim of undertaking a period of placement learning and be able to identify a suitable placement that will allow the achievement of this aim (including the time requirement).
2. Attend all contact sessions (lectures, seminars and tutorials).
3. Regularly check InPlace, Learning Space and university email throughout semester A and B.
4. Make a commitment to positively engage in the preparation, planning, initiation and monitoring of the placement. Including preparing for, and attending, meetings with University Placement Tutor (UPT), meeting set deadlines and completing set activities.
5. Regularly engage with, utilise and update their *Placement Checklist for Students, University Placement Tutors and Placement Providers* document to stay 'on track'.
6. Actively engage in negotiating and setting an aim and objectives for placement with University Placement Tutor (UPT) and convey these to the Placement Supervisor to maximise learning opportunities whilst on placement.
7. Actively participate in the process to finalise a placement. Including attending meetings with the University Placement Tutor (UPT) and arranging and attending a pre-placement induction with the placement provider.
8. Make a personal and professional commitment to the placement provider.
9. Agree that the demands of the placement are acceptable.
10. Where required, as part of the Plymouth Marjon University admissions process, hold a Plymouth Marjon University DBS certificate. Engage with all requests from the university to complete this process.
11. Where appropriate, undergo any pre-placement checks required by the placement provider. If the placement provider requires you to complete a DBS check, facilitated by the organisation, agree that you will contact Registry Services via DBS@marjon.ac.uk and your Module Leader to seek additional guidance and support.
12. Provide appropriate photo identification (passport/driving license) to the placement provider when requested.
13. Take responsibility for their personal Health and Safety and alert their Placement Supervisor and University Placement Tutor (UPT)/Module Leader to any concerns that they may have.
14. Be aware of, and take responsibility for, the demands of the placement environment especially with regard to hours of work, health and safety regulations, confidentiality, organisation rules, dress and financial arrangements.
15. Maintain high professional standards* at all times and be a positive ambassador for Plymouth Marjon University reflecting the Marjon 'values' – humanity, ambition, curiosity and independence.
*General behaviour, personal appearance, promptness, inclusion, equality, equity.
16. Keep a daily record of the placement (including hours spent on placement and a reflective journal in a format agreed with the University Placement Tutor (UPT)). Keep, and add to, a structured portfolio during the period of placement to support assessment tasks.
17. Actively reflect and monitor your progress against your set placement aim and objectives. Commit to reviewing these with your Placement Supervisor and University Placement Tutor (UPT) if these are not being met, or are no longer appropriate.
18. Arrange a mid-placement meeting with the Placement Supervisor to receive feedback and request that the *Declaration of Placement Attendance & Formative Assessment* is completed prior to a mid-placement tutorial with their University Placement Tutor (UPT).
19. Arrange and attend a mid-placement tutorial with University Placement Tutor (UPT) to discuss progress, journal entries and feedback submitted in the *Declaration of Placement Attendance & Formative Assessment*.
20. Where required facilitate a placement visit/assessment by the University Placement Tutor (UPT) towards the end of the period of placement.
21. Ask their Placement Supervisor to complete a *Declaration of Placement Attendance & Summative Assessment* prior to the completion of the placement.
22. Alert their Placement Supervisor/University Placement Tutor (UPT)/Module Leader to any concerns they may have whilst on placement and work proactively with them to rectify any situations that may occur.